Impact on P-12 Learning and Development

The RMU Teacher Work Sample (TWS) capstone project was developed in 2011-12 by a committee led by the Education Department Head and based on the work of the Renaissance Group. The Teacher Work Sample (TWS) is the capstone assignment completed during student teaching for students seeking initial certification in the teacher education program. The TWS is an authentic teaching experience that asks the student to design and deliver an effective sequence of 4-6 lessons, employ meaningful classroom learning, analyze his/her students' pre/post assessment data, use current research to support decision-making, and reflect on the teaching experience. Candidates are scored on items using a 3 point Likert scale where 1=not evident, 2=developing skills, and 3=target skills. Results for initial certification candidates are presented in Table 1 and indicate that candidates have target skills to impact P-12 learning and development.

Table 1. Teacher Work Sample Rubric Ratings
Fall 2015 - Spring 2019
Early Childhood, Early Childhood / Special Education,
Middle Level, BCIT and Secondary Education Program Completers
Undergraduate and Post-Baccalaureate

TWS Assessment	Fall 15-Spring 16		Fall 16 – Spring 17		Fall 17 – Spring 18		Fall 18-Spring 19	
	n	M	n	M	n	M	n	M
Goals and Objectives	42	2.98	35	2.89	18	2.78	15	2.93
Contextual Data Adaptation	42	2.71	35	2.66	18	3.0	15	2.87
Assessment Plan	42	2.93	35	2.69				
Adaptations					18	2.61	15	2.67
Instructional Design (A)	42	2.9	35	2.74	18	3.0	15	2.93
Instructional Design (B)	42	2.69	35	2.6	18	2.56	15	2.87
Analysis of Learning	42	2.74	35	2.74	18	2.78	15	2.93
Impact on K-12 Student Learning	42	2.93	35	2.97	18	2.94	15	2.93
Self Evaluations: Reflections	42	2.86	35	2.89	18	2.61	15	2.93

NOTE: TWS Rubric Category #3 – "Assessment Plan" changed to "Adaptations" in Fall 17-Spring 18.

Candidates in advanced programs complete an Advanced Teacher Work Sample based on the TWS. The ATWS is tailored to the content area. Results for candidates in the Reading Specialist program are presented in Table 2. Please note that there were no candidates in the practicum for Summer 2018 completing the ATWS.

Table 2. The Advanced Teacher Work Sample for Reading Specialist Programs (2015/16–2018/19)

		n	1 - Needs Improvement	2 - Developing Skills	3 - Target Skills
Case Study: Goals and Objectives	Summer 2016	5	0	0	5
	Summer 2017	4	0	1	3
	Spring 2019	5	0	0	5
Case Study: Contextual Data and Adaptations	Summer 2016	5	0	1	4
	Summer 2017	4	0	1	3
	Spring 2019	5	0	0	5
Case Study: Assessment Plan	Summer 2016	5	0	0	5
	Summer 2017	4	0	1	3
	Spring 2019	5	0	0	5
Case Study: Instructional Design Part I	Summer 2016	5	0	0	5
	Summer 2017	4	0	2	2
	Spring 2019	5	0	0	5
Case Study: Instructional Design Part II	Summer 2016	5	0	0	5
	Summer 2017	4	0	3	1
	Spring 2019	5	0	0	5
Case Study: Analysis of Learning	Summer 2016	5	0	2	3
	Summer 2017	4	0	0	4
	Spring 2019	5	0	0	5
Case Study: Impact on PK-12 Student Learning	Summer 2016	5	0	0	5
	Summer 2017	4	0	0	4
	Spring 2019	5	0	0	5

Case Study: Self-Evaluation	Summer 2016	5	0	0	5
	Summer 2017	4	0	0	4
	Spring 2019	5	0	0	5
Supporting Documentation	Summer 2016	5	0	0	5
	Summer 2017	4	0	0	4
	Spring 2019	5	0	0	5
Mechanics	Summer 2016	5	0	0	5
	Summer 2017	4	0	0	4
	Spring 2019	5	0	0	5
Evidence-based Research	Summer 2016	5	0	0	5
	Summer 2017	4	-	-	-
	Spring 2019	5	0	0	5
Passed on First Submission	Summer 2016	5	0	0	5
	Summer 2017	4	-	-	-
	Spring 2019	5	0	0	5
Professionalism	Summer 2016	5	0	0	5
	Summer 2017	4	-	-	-
	Spring 2019	5	0	0	5
Overall TWS Score	Summer 2016	5	0	0	5
	Summer 2017	4	-	-	-
	Spring 2019	5	0	0	5

Candidates in the Master of Education Special Education program complete an ATWS and the results of this assignment are presented in Table 3.

Table 3. Advanced Teacher Work Sample Mean Criteria Scores for Master of Education, Special Education Certification Programs (2015/16–2018/19)

	Fall 15–Spring 16 (n=7)	Fall 16–Spring 17 (n=6)	Fall 17–Spring 19 (n=2)
	M	M	M
Goals and Objectives	3.00	3.00	2.5
Contextual Data and Adaptations	3.00	2.90	3.00
Special Needs and General IEP Adaptations	2.67	3.00	3.00
Pre-Assessment Plan and Data Analysis	3.00	3.00	2.5
Instructional Design for Assessment	2.83	2.90	3.00
Planned Instructional Design	3.00	3.00	3.00
Implementation of Instructional Design	2.83	3.00	3.00
Post Assessment Data and Analysis	2.67	2.80	2.5
Impact on K–12 Student Learning	2.83	3.00	3.00
Self-Evaluations and Reflections	3.00	3.00	3.00
Using Research to Support Instruction	2.50	3.00	3.00

Supporting Documentations	3.00	3.00	3.00
Presentation to RMU Special Education Faculty	2.83	3.00	3.00
Mechanics	2.00	2.50	3.00
Professionalism	2.67	3.00	3.00

Candidates in the principal program complete an Advanced Principal Work Sample and results for 2018-2019 are presented below.

	(1 pts)		(1 pts)		(2 pts)		(2 pts)		(3 pts)		(3 pts)				
Identify characteristics of students, sub-groups and elements in the general education classroom that effect learning.	0		0.00%		0		0.00%		9		100.00%		9	3.000	3.000	0.000
Navigate pre-assessment data (formative, summative, benchmark, diagnostic) and set appropriate and challenging learning goals that will guide assessment and instruction	0		0.00%		2		22.22%		7		77.78%		9	2.778	3.000	0.416
Create a comprehensive assessment plan that monitors student progress toward learning goals. List students strengths, needs and barriers to students achievement before, during and after instruction.	0		0.00%		2		22.22%		7		77.78%		9	2.778	3.000	0.416
Utilize the classroom teachers expertise and experience to collaborate on the instructional design of multiple lessons that target students needs and increase the students access to the curriculum and participation in the general education classroom.	0		0.00%		1		11.11%		8		88.89%		9	2.889	3.000	0.314
Document the implementation of lessons designed to meet the students needs in the general education classroom.	0		0.00%		1		11.11%		8		88.89%		9	2.889	3.000	0.314
Evaluate the results of students performance and progress based on post-assessment data used to determine student knowledge and skills after instruction.	0		0.00%		1		11.11%		8		88.89%		9	2.889	3.000	0.314
Describe what you learned from completing the PWS and reflect on the use of the INCLUDED Experience to guide principals and teachers through a process designed to increase student achievement in the general education classroom.	0		0.00%		1		11.11%		8		88.89%		9	2.889	3.000	0.314
Supporting Documentation	0		0.00%		0		0.00%		9		100.00%		9	3.000	3.000	0.000
Research to Support Actions	0		0.00%		1		11.11%		8		88.89%		9	2.889	3.000	0.314
Grammar and Writing	0		0.00%		2		22.22%		7		77.78%		9	2.778	3.000	0.416
Professionalism	0		0.00%		1		11.11%		8		88.89%		9	2.889	3.000	0.314

Identify characteristics of students, sub-groups and elements in the general education classroom that effect learning.
9 (100.00%)

Navigate pre-assessment data (formative, summative, benchmark, diagnostic) and set appropriate and challenging learning goals that will guide assessment and instruction
2 (22.22%) | 7 (77.78%)

Create a comprehensive assessment plan that monitors student progress toward learning goals. List students strengths, needs and barriers to students achievement before, during and after instruction.
2 (22.22%) | 7 (77.78%)

Utilize the classroom teachers expertise and experience to collaborate on the instructional design of multiple lessons that target students needs and increase the students access to the curriculum and participation in the general education classroom.
1 (11.11%) | 8 (88.89%)

Document the implementation of lessons designed to meet the students needs in the general education classroom.
1 (11.11%) | 8 (88.89%)

Evaluate the results of students performance and progress based on post-assessment data used to determine student knowledge and skills after instruction.
1 (11.11%) | 8 (88.89%)

Describe what you learned from completing the PWS and reflect on the use of the INCLUDED Experience to guide principals and teachers through a process designed to increase student achievement in the general education classroom.
1 (11.11%) | 8 (88.89%)

Supporting Documentation
9 (100.00%)

Research to Support Actions
1 (11.11%) | 8 (88.89%)

Grammar and Writing
2 (22.22%) | 7 (77.78%)

Professionalism
1 (11.11%) | 8 (88.89%)

1- NEEDS IMPROVEMENT Has not applied the knowledge and skills to complete required action step

2- DEVELOPING Continues to apply the knowledge and skills to complete required action step

3- PROFICIENT Has applied the knowledge and skills to complete required action step